

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

Every human being living in society needs language. Language is an important tool that helps people make communication among individuals or even nations. One of communication ways is to use language. As everybody knows that there are more than four thousand languages in the world, and they are different one from others. In the modern era, the international language is English. English is an international language and it is very important for student to study it.

In Indonesia, English is one of compulsory subject which taught in Junior High School (SLTP) and Senior High School (SMU) as a foreign language. As a result, the Indonesian government always makes efforts to improve the quality of English teaching. By improving the quality of teachers and other components which are involved in educational processes, the English teaching in Indonesia improves from time to time. One of them deals with curriculum. According to the 1994 English curriculum of SMU, the goal of learning a foreign language is to learn how to communicate by using the target language, spoken or written (Depdikbud, 1995: 2). So, after learning English the students should be able to communicate in English spoken or written.

Nowadays, in line with the government's plan to the nine years basic education, English teaching at Elementary School has been possible. Based on

the 1994 curriculum, Elementary School may add any subject as far as it does not contradict the national education goal and the additional subject should be in line with the need of the local community (Depdikbud, 1994). The examples of additional lessons offered by some schools are dancing, handicraft, gardening and English. So, English can be taught as a local content (it is not a compulsory subject which is chosen by certain school based on the need of local community).

The function of learning English in Elementary School is as follow : by studying English, students are expected to have a means to develop their knowledge of science, technology and culture so that they can grow up with Indonesian personality. It means Indonesia whose manner and behavior in their daily life reflect the values contained in Pancasila. Later, the students are expected to be able to support the development of tourism (GBPP Mulok SD, 1995: 1).

In Elementary School English taught as one of local contents. Here they learn English for the first time. So, they just learn the simple English pattern including vocabulary, grammar, etc.

Vocabulary is one of three components of language. Together with grammar and phonology, it plays an important part in listening, speaking, reading, and writing. For example, sometimes the student want to say something but they do not know how to say it appropriately. Developing student's vocabulary is one of the most important task for English teachers. Because of them, vocabulary must be taught from elementary to give more times to learn English.

The teacher are expected to be imaginative and creative in developing their teaching techniques to make the English lesson more exciting. Allen (1983: 33) says that the teaching English to the beginner should need the techniques. The best techniques is using an approach, which still has relation to their world. The techniques here may use teaching aids especially visual aids in teaching vocabulary. Barnwell (1979: 59) states that teaching aid is a tool used by teachers, facilitators or tutors to help learners improve readings and other skills illustrate or reinforce a skill, fact or idea, and relieve anxiety, fears, or boredom. Webster (1966: 664) states that visual aids are many varieties of devices and materials, which rely on the sense of sight to inform. Visual aids are not only limited to be presented through teaching media like above, but it is also demonstrated by teacher. There are many kinds of teaching aids like alphabet book, alphabet chart, chart, flashcard, puzzle, postcard, picture, etc

In this study, however, the writer is interested in vocabulary teaching experiment by using teaching aids. By using teaching aids, it is expected that the teacher will be able to motivate the learners to learn and pay attention to the materials, which the teacher present, so they will not get bored. Brown (1973: 1) emphasizes that using variety of media will increase the probability that student will learn more, retain better what they learn and improve their performance of the skills they are expected to develop. Moreover Finochiaro (1974: 63) says that the students understand and retain better when they have been shown or taught some objects that associate with it. Hence, in this study the writer wants to examine about teaching vocabulary using teaching aids at Elementary School in SDN Gumpang 3, Kartasura.

## **B. Statement of the Problem**

This research concerns with the following problems, (1) How to teaching vocabulary using teaching aids such as flashcard, picture, calendar, etc at SDN Gumpang 3, (2) What the result of teaching vocabulary by using teaching aids, and (3) What are the advantages and disadvantages of teaching vocabulary using teaching aids.

## **C. Objective of the Study**

The writer would like: (1) to describe the procedures of teaching vocabulary by using teaching aids in SDN Gumpang 3, (2) to find out the result of teaching vocabulary by using teaching aids such as flashcard, picture, calendar, etc and (3) to describe the advantages and disadvantages of teaching vocabulary using teaching aids.

## **D. Benefit of the Study**

This study has two major benefits i.e : practically and theoretically.

1. Practical benefit : the writer hopes that the result of the experiment will be useful for teachers or readers, so that they will understand that English teaching in Elementary School is good. Up till now, there are some people who believe that is impossible to give children foreign language teaching moreover they see no advantages of teaching them the language because they do not feel the need for it yet.

2. Theoretical benefit : the writer hopes that the results of the experiment will enrich the theory of vocabulary and teaching aids such as flashcard, picture, chart, etc

#### **E. Research Paper Organization**

This study is divided into five chapters. The first chapter is introduction, which consists of background of the study, statement of the problem, objective of the study, benefit of the study, research paper organization.

The second chapter is concerned with the review of related literatures, which consists of the previous research, the characteristics of young learner, the language development of the young learner, general concept of vocabulary and general concept of teaching aids.

Chapter III deals with research method, which consists of types of research, subject of the study, object of the study, teaching experiment, teaching materials, testing technique.

The fourth chapter is teaching implementation, which consists of instructional design, classroom management, procedures, the results of teaching vocabulary using teaching aids, the advantages and the disadvantages of using teaching aids.

The fifth chapter is conclusion and suggestion.